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| Date | Learning activity | outcome |
| 16-20th April | Teachers and students working towards completing the Text response on “Boy Overboard” | Friday 20th  Independent reading pl |
| 23rd-27th April | Students working on analytical response |  |
| 30th-4th May | C ontinuing analytical text response  Only use one double for following:  Moving into the new centre  Norming/Code of Conduct  Learning Intentions and expectations  Staff considerations handout  Persuasive writing alongside Box of Me. see Debbie’s notes below  Set Box of Me for H.W task to ensure that is complete for your assessment by the report dates.  Inform students that we will be undergoing testing and that we will prepare them for persuasive writing  Task 1 What is an issue?  Revision of Understanding of “Boy Overboard” | Complete a mind map on “Community”  Refer to sample and take note of branches provided eg.Learning intentions etc.  Refer to ‘Box of Me activity and Speaking and listening rubric for year 7  Complete activity from Muffy Hand resource book   * What are the things teachers could do to support the achievement of a purposeful classroom community? * What are the things that students could do to support the achievement of a purposeful classroom? * Compile and discuss and share responses in groups   Students to complete the think/pair/share activity and then to copy definition also to support their understanding provided by the teacher.  Complete “Think /Pair/Share/ activity and definition of persuasive writing  Revision will occur by using the skim and scan activity and tub of resources and computers. Students will record information to include in their persuasive writing to convince their audience |
| 7th-11th May | I introduction to the use and importance of persuasive techniques in writing  Reading and exploration of samples of persuasive writing  Kids could engage on the topic of SPEED Debating on the topic of “refugees”  Handout template for persuasive writing  Set instructions and complete a draft on the topic” Should refugees be detained? Discuss with reference to “Boy Overboard and other research undertaken. | Friday 11th May Independent reading pl  Students to review handout provided and discuss how they could use such techniques in their own writing(refer to handout The power of persuasive devices)  Annotate and deconstruct samples for style and structure  Complete draft so that kids are familiar with persuasive writing before Naplan  Self editing  Use persuasive writing checklist to complete task |
| 14th-18th May | Naplan Testing  Introduction of thinking tool A.P.C | Complete activity in groups on A3 size paper  Share responses with whole cohort  \*\*\*decorate centre Make learning Visible  Ensure we get high quality responses. |
| 21st-25th May | Complete personal profile templates and also decorate the centre  Review Hamburger Model for structure/ or use TEEL  Complete autobiography organiser and plan essay | Discussion of personal/autobiographical writing  Group work Opportunities  Students to read and review samples of personal/autobiographical writing and focus on style and structure of writing |
| 28th-1st June | Students to draft and peer edit their autobiographies | Friday 1st June  Independent reading program pl |
| 4th- 8th-June | Complete and type up good copies of autobiographies | Include as part of their writing folio/Selection for portfolios |
| 11th-15th June | Queens Birthday  Presentation week for oral presentations | Report writing |
| 18th-22nd June | Reports Due | Friday 22nd June  Independent reading program pl |
| 25th-29th June |  |  |